

Content Achievement Rubric for Knollwood Report Card Grade 5

12/2/2011 1:34 PM

Performance Indicators	Rubric
Understands ideas and concepts presented	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> Notes, responses, and other assessments show clear evidence of understanding of historical, cultural, or geographical concepts or of concepts in science Notes, responses, and other forms of assessment show a clear understanding of how "change" affects systems in science and cultures in social studies Analyzes information to clearly explain issues, concepts, and/or draw conclusions Prior misconceptions are revised when new evidence is discovered or new material learned
	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> Notes, responses, and other assessments show a literal interpretation of information given and basic extensions of same Notes, responses, and other forms of assessment show a literal understanding of how "change" affects systems in science and cultures in social studies Analyzes information to explain at least one issue or concept with extra support (teacher, materials provided, notes, etc.)
	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> Notes, responses, and other assessments represent recall of some information given Responses demonstrate recall of major ideas in history, geography, or science and examination of same when scaffolded with precise questioning
	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> Notes, responses, and other assessments show evidence of understanding of historical or geographical concepts or observable characteristics and properties of objects, organisms, and/or materials that reaches beyond the task investigation to make other connections or extend thinking

	<ul style="list-style-type: none"> Responses demonstrate use of methods, concepts, theories in new situations and the ability to compare and discriminate between ideas
Supports ideas with reliable evidence	<p>3</p> <ul style="list-style-type: none"> Responses given demonstrate relevant historical, cultural, geographical, or scientific thinking Sifts through information to determine what is needed to support ideas and/or fit theories Appropriately uses data (labs, experiments, textual evidence) to support conclusions Provides clearly detailed information related to major issues in order to support ideas Uses previous knowledge and makes connections to examine issues and support ideas
	<p>2</p> <ul style="list-style-type: none"> Can find information needed to support basic ideas and/or fit simple theories Data is gathered but may or may not lead to a conclusion Provides general information related to major issues in order to support ideas Prior knowledge and connections are used in a limited manner to examine issues and support ideas Ideas may be supported by basic information Responses given include some historical, cultural, geographical, or scientific thinking
	<p>1</p> <ul style="list-style-type: none"> Ideas may be supported by basic information Data is gathered but rarely leads to a conclusion Information on a literal level may be used to support ideas Responses given include few historical, cultural, geographical, or scientific thinking
	<p>E</p> <ul style="list-style-type: none"> Responses given show evidence of in-depth, sophisticated understanding of relevant historical or geographical concepts or scientific concepts or theories

	<p>supported with facts</p> <ul style="list-style-type: none"> • Extensively uses previous historical knowledge to provide an in-depth understanding of the problem and to relate it to past and possible future situations • Assesses value of theories, presentations and verifies value of evidence • Makes choices based on reasoned argument • Appropriately uses data or facts to support conclusions
Uses effective strategies for locating and organizing information and materials	<p>3</p> <ul style="list-style-type: none"> • Has a system for organizing information • Seeks out more than one source of information • Efficiently uses research aids such as indices, table of contents, glossaries, search engines, web sites • Distinguishes between factual information and opinion • Changes methods, if needed, in order to successfully complete investigation or task • Notebooks, handouts, templates, graphic organizers, notes, etc. are organized for easy retrieval
	<p>2</p> <ul style="list-style-type: none"> • Has an organization system that may not work all the time • Relies mostly on one source of information • Makes use of research aids when prompted • Limited information is gathered • Organization systems are used for information retrieval and are sometimes accessible • Uses prescribed processes for conducting investigations or completing tasks • Notebooks, handouts, templates, graphic organizers, notes, etc. are partially organized for retrieval
	<p>1</p> <ul style="list-style-type: none"> • Uses parts of given processes to begin to conduct investigations or complete tasks • Conducts experiments as directed • Notebooks, handbooks, templates, graphic organizers, notes, etc. are randomly

	<p>organized</p> <ul style="list-style-type: none"> • Uses one source of information even with frequent redirection
	<p>E</p> <ul style="list-style-type: none"> • Uses multiple sources of information and locates relevant and meaningful through self-directed inquiry • May create his/her own task-specific sophisticated organization system • Gathers an abundance of in-depth information
Follows established lab protocol	<p>3</p> <ul style="list-style-type: none"> • Uses appropriate tools and technologies (rulers, pH paper, hand lens, computer, reference materials, etc.) to gather and analyze data • Use and understanding of a scientific method or process is evident in responses • Records sufficient amounts of data
	<p>2</p> <ul style="list-style-type: none"> • Uses tools and technologies (rulers, pH paper, hand lens, computer, reference materials, etc.) as directed to gather data • Records a limited amount of data • Can use methods taught in clearly delineated situations
	<p>1</p> <ul style="list-style-type: none"> • Uses tools and technologies (rules, pH paper, hand lens, computer, reference materials, etc.) as directed to gather some of the necessary data • Records little data
	<p>E</p> <ul style="list-style-type: none"> • Accurately, consistently, and proficiently uses all appropriate tools and technologies (rulers, pH paper, hand lens, computer, reference materials, etc.) to gather and analyze data • Applies scientific method accurately (frames testable questions, designs experiments, gathers and records data, analyzes data, and verifies results)

Produces information in written, graphic, and/or oral formats	<p>3</p> <ul style="list-style-type: none"> • Uses scientific, historical, cultural, or geographical terminology appropriate to the situation when presenting information • Presents researched information in a logical sequence • Presents information in a clear, focused, detailed, and easily communicated manner • Presents information orally with appropriate volume, clarity, and eye contact
	<p>2</p> <ul style="list-style-type: none"> • Uses some scientific, historical, cultural, or geographical terminology appropriate to the situation when presenting information • Presents researched information with key elements omitted, which may hinder communication • Presents general information on a broader than expected topic with spotty details • Presents information orally with greater than expected reliance on written materials (reading rather than speaking) and with volume that may fluctuate and cause parts to be missed by the audience
	<p>1</p> <ul style="list-style-type: none"> • Uses some scientific, historical, cultural, or geographical terminology that has been previously provided by the teacher when presenting information • Refers to provided information to explain at least one issue or concept in general terms • Simple sketches, maps, or graphic organizers are sometimes produced • Oral presentations are very brief
	<p>E</p> <ul style="list-style-type: none"> • Provides clear, effective explanations detailing how the task/investigation was carried out • The reader or listener does not need to infer how or why decisions were made • Interpretation of data supports conclusions and raises new questions or is applied to new contexts • Disagreements with data are resolved where appropriate • Communications always contain precisely and appropriately used multiple scientific,

	<p>historical, or geographical representations and notations to organize and display information</p> <ul style="list-style-type: none">• Presents a well-organized persuasive argument with accurate supporting evidence that deals with all significant issues and demonstrates a depth of understanding of important relationships• Examines problems from several positions and offers accurate analysis of the information and issues• Takes a strong, well-defined position
--	--